

OPI Title I Schoolwide Program Plan Template



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**Montana Office of Public Instruction
Denise Juneau, State Superintendent**

Title I Schoolwide Program Plan

Date when plan will be implemented:

Plan Status: New

Revised

Date for Revision:

School District Name:	LE:
School Name:	SC:
School Address:	
Building Principal:	
E-mail Address:	
Phone:	
Fax:	
Superintendent:	
Phone:	Fax:
Mail Address:	
Title I Coordinator:	
Phone:	Fax:
E-Mail Address:	
School Enrollment:	
Grade Levels:	
Free/Reduced Lunch %	

Montana Title I Schoolwide Program Plan Assurances

The Written Plan: General Requirements

The Title I Schoolwide Program option is designed to help facilitate systemic change in the entire educational program of a high-poverty school. The purpose of this systemic change process is to increase the academic achievement of educationally disadvantaged students by providing better services to all learners. Once the school has completed the written plan, the following actions will occur:

1. Using the Schoolwide Scoring Rubric, the District will review the Schoolwide Program Plan Template to determine if it addresses all applicable Title I rules and regulations.
2. The District will complete the Schoolwide Program Rubric, making recommendations for strengthening the plan and addressing all legal requirements.
3. The Schoolwide Program Plan Template and the completed district Scoring Rubric must be submitted to the Montana Office of Public Instruction (OPI). The OPI will review the submitted plan and Scoring Guide confirming that all legal requirements have been met and offer, if necessary, suggestions on how to improve the Schoolwide Program Plan.
4. The OPI will provide written feedback to the district, and the district will work with the school to make any additional revisions to the Schoolwide Program Plan Template. The OPI must approve each Schoolwide Plan before the program may be implemented.
5. The Schoolwide Plan will need to be entered into the Continuous School Improvement Plan (CSIP), and changes must be made in E-grants to reflect the school's new program status.

The names below certify this Schoolwide Program Plan has been reviewed, and that the plan meets the criteria for each component of the Schoolwide Program Plan.

District Contact Name and Title

Signature

(List the names, titles and signatures of the District Review Team members who reviewed the Schoolwide Program Plan.)

Name:	Signature: _____
Title:	
Name:	Signature: _____
Title:	
Name:	Signature: _____
Title:	
Date of District Review: _____	

Schoolwide Program Written Plan

Directions

The written plan is designed around the Ten Components of the Schoolwide Plan. Use this template by typing in the boxes and/or by typing the answers to the questions in the space after the question. **If you need more space, put your answers, numbered appropriately, into Word, and attach the extra pages into the printout of the final document.**

Planning

A year of planning is required for staff to analyze, problem-solve strategies and collaborate on solutions.

A. Planning Team

Planning Team - List the names of the people involved in developing this plan.
(Each group should have at least one participant who is not serving in more than one role.)

Parents:

(not employed by the district/school)

Certified Staff:

(include position)

Classified Staff:

(include position)

Administration:

(include position)

District Staff:

Title I Staff:

Others (Optional):

(students, community members, etc.)

B. Schoolwide Planning Summary

Use the following table to summarize the steps and activities of the planning process. Include planning team meetings, staff work sessions, visitations to schools, parent meetings, staff meetings where planning took place and other activities conducted during the needs assessment, inquiry process and plan development.

a. **Meeting Dates:**

Agenda Topics/Planning Steps:

Participants at Meetings, Check all that apply:

Planning team: All staff: Parents:

b. **Meeting Dates:**

Agenda Topics/Planning Steps:

Participants at Meetings, Check all that apply:

Planning team: All staff: Parents:

c. **Meeting Dates:**

Agenda Topics/Planning Steps:

Participants at Meetings, Check all that apply:

Planning team: All staff: Parents:

d. **Meeting Dates:**

Agenda Topics/Planning Steps:

Participants at Meetings, Check all that apply:

Planning team: All staff: Parents:

e. **Meeting Dates:**

Agenda Topics/Planning Steps:

Participants at Meetings, Check all that apply:

Planning team: All staff: Parents:

C. Communication

1. Describe the processes and opportunities that were used to: 1) develop the Schoolwide Plan; 2) inform the entire staff, parents, community and district of the schoolwide planning team actions; and 3) solicit and receive feedback from these groups.
2. What percent of the school staff supports the implementation of the completed Schoolwide Plan?
3. Briefly describe how this level of support was determined. If not 100 percent, how will the school address the concerns of those who did not support the plan?

D. Technical Assistance

1. Describe the technical assistance provided. Explain why it was considered high-quality technical assistance.
2. Supply the dates of meetings, the type or topic of assistance, and who provided it.

Comprehensive Needs Assessment

The Comprehensive Needs Assessment is a required component of the Schoolwide Plan.

1. Provide a brief narrative of the school and the community to provide a context for the plan. Also include the school's mission/vision statement.

2. Describe the process used to collect and analyze data and determine the highest priority needs across the Five Areas of Concentration: student achievement, curriculum and instruction, professional development, parental and community involvement, and school perspective and organization.

3. Identify the strengths and weaknesses of the school program. (Summarize the key findings of the Comprehensive Needs Assessment.)

4. Attach the data collected from the Comprehensive Needs Assessment at the end of the written plan.

5. After reviewing the areas of need, specifically looking at the academic need of identified subgroups, state the SMART (strategic, measurable, attainable, realistic, and time bound) goals for the school.

School Reform Strategies

All students are expected to meet the state's challenging standards. Students who experience difficulty will be provided timely, effective, additional assistance. Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

1. Describe the key components of the research-based instructional program the school will implement that have been determined to address priority needs.

Instructional Need Being Addressed
Strategy Description
Research-based Principle
Research
Source

2. Attach a suggested school instructional schedule, including how the mathematics and reading instructional program will be organized and delivered in the school.

Instruction by Highly Qualified Professional Staff

All teachers of core academic subjects and instructional paraprofessionals must be Highly Qualified.

1. Attach the signed Principal Attestation Form that assures all teachers are Highly Qualified.
2. Attach the signed Principal Attestation Form that assures all paraprofessionals are Highly Qualified.

High-Quality and Ongoing Professional Development

Professional development must be high-quality, ongoing, and sustained for all staff, principals and paraprofessionals.

1. List the professional development activities the school will engage in to implement the Schoolwide Plan. If the team has created a professional development calendar, include the calendar at the conclusion of the plan.
2. Explain how each professional development activity listed above relates to the priority areas needing improvement, and how these activities will assist in improving student achievement.
3. Describe the ongoing and embedded support and follow-up to professional development to ensure staff implementation and effective use of the learned instructional skills and strategies.

Strategies to Attract Highly Qualified Professional Staff

Recruiting and retaining highly qualified teachers is an ongoing challenge in high-poverty schools, and low-performing students in these schools have a special need for excellent teachers.

1. Describe the strategies that will be used to recruit highly qualified teachers and paraprofessionals.

2. Describe the strategies that will be used to retain highly-qualified teachers and paraprofessionals where they are needed the most.

Strategies to Increase Parental Involvement

Schoolwide Plans must contain strategies to involve parents in helping their children succeed in school.

1. Describe the key strategies planned to increase meaningful family involvement that are designed to enhance home-school partnerships and improve student learning. Include these strategies in the Action Plans.
2. Explain the strategies or process used to include parents in the decision making and the evaluation of the Schoolwide Plan and/or other school related programs.
3. Describe the process used to meet with parents of students who have not met academic standards.
4. Identify the date and the agenda for the annual Title I-A meeting.
5. Describe community collaboration and partnerships that enhance student achievement.
6. Briefly describe the process used to develop and implement the school/parent compact.
7. Attach a copy of the school/parent compact, in all relevant languages, at the conclusion of the plan.
8. Attach a copy of the School Title I-A Family Involvement Plan.

Preschool/Other Transition Strategies

Schoolwide Plans include assisting students in successful transitions from early childhood through any other grade or school level.

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1. State how the Schoolwide Program will coordinate transitions for preschool children into the primary grades, where appropriate. (Headstart, EvenStart, and Pre-Kindergarten must be addressed, if applicable.)
2. Explain other transitions that may be applicable to the school, such as elementary to middle school, middle school to high school, and high school to post-secondary.
3. Describe the ongoing coordination with other community programs and agencies that support transitions for students.

Assessment of Student Progress

Frequent and ongoing assessments used to determine student progress help verify how the schoolwide plan is meeting learner needs. The assessments that will be used need to be selected with teacher input, and they should be involved in the timing and the implementation of these assessments.

1. Use the following outline to describe the student assessments which will give staff ongoing data regarding student progress:
 - a. give the full name of the assessment;
 - b. give the grade level to be assessed;
 - c. give the appropriate content area;
 - d. times it be given;
 - e. how will the staff be trained to administer the assessments; and
 - f. how and when will the staff use the information to guide instruction

1) Assessment name and description:

Grade Level:

Content Area:

Frequency of Assessment:

How will staff be trained?:

How/when will staff use the information to guide instruction?:

2) Assessment name and description:

Grade Level:

Content Area:

Frequency of Assessment:

How will staff be trained?:

How/when will staff use the information to guide instruction?:

3) Assessment name and description:

Grade Level:

Content Area:

Frequency of Assessment:

How will staff be trained?:

How/when will staff use the information to guide instruction?:

2. Describe the strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

Additional Assistance to At-risk Students

The schoolwide program must identify students who need additional learning time to meet the standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all the identified students in the school.

1. Describe how the school will identify students experiencing difficulty mastering skills and standards so that they can be provided with timely assistance and support.
2. Describe how timely assistance and services will be provided for struggling learners.
3. Describe how services will be provided for the following special populations:
 - special education students;
 - English Language Learners;
 - migrant students and homeless students

Coordination and Integration of Programs and Resources

Schoolwide Plans are expected to use the flexibility provisions to integrate services and programs with the aim of upgrading the entire educational program.

1. Describe the coordination and integration of federal and state programs and other local services and programs which are applicable under this Act (i.e., migrant education, violence prevention, adult education, vocational, technical education, nutrition programs, Head Start, job training).
2. Describe district support for the Schoolwide Program implementation. Include activities and/or strategies for coordinating the Schoolwide Program with other district/school improvement efforts.
3. Provide a budget narrative explaining how all the funds listed in the Schoolwide Program Budget Summary will be used to support the Schoolwide Plan. Please be specific in how the funds will be used.

Research Process

Instructional strategies and initiatives in the plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students. The ESEA/NCLB emphasis is in reading and mathematics.

1. Briefly describe the process the staff and planning team used to:
 - identify possible reasons for the identified needs.
 - identify possible solutions and strategies to address these reasons.
 - receive input from the whole staff and the parents during this process.
2. Describe how the staff:
 - investigated best practices and research.
 - contacted and visited successful schools and programs.

3. Summarize how the solutions match the priority needs.

a. Priority Need:

Solution:

b. Priority Need:

Solution:

c. Priority Need:

Solution:

Ongoing Plan to Monitor the Effectiveness of the Schoolwide Plan

Title I-A schools must annually evaluate the implementation of, and results achieved by, the Schoolwide Plan.

1. Describe the process and timeline to be used by the school and district to annually evaluate the effectiveness of the plan.
2. Describe who will be involved in the evaluation/review, and how they were selected.
3. Describe what process will be in place to ensure that revisions are completed, and that the district has been informed of any changes.
4. Describe how the district will be informed of the school's progress and on any changes to the schoolwide plan.

Directions for Developing the Action Plans

The Schoolwide Program Action Plans must be based on the results of the needs assessment and the inquiry process. The Action Plans can serve as effective tools for integrating goals, strategies to achieve the goals, and the timeline and resources needed to accomplish the goals.

It should also assist in the implementation of the Schoolwide Plan by clarifying who will provide leadership for each component of the plan, and how progress will be monitored and evaluated.

The Action Plans will become the school's comprehensive school improvement plan that is required by the district each year. Each year the plan will be updated and submitted to the district, and then entered into the CSIP.